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EDITORIALLY SPEAKING

CLASS CONSCIOUSNESS

Organizations thrive on opposition. Opponents of new movements have discovered this repeatedly and the fact is now common knowledge. Proponents of new movements seem to be aware of it also and make use of the principle in building up membership and developing loyalty. Whatever may be said for this means in other fields, it is certainly of doubtful value in education. It tends to kill the spirit which alone makes true educational work possible. In some cases it encourages a narrow and parochial specialization as well as a smug satisfaction inimical to growth and progress. Educational associations which depend upon interest in fighting for the rights of a class as opposed to other classes in the profession to build up a following are a positive menace to the profession as a whole and should receive the cold shoulder everywhere, lest they succeed in dividing into hostile camps a group which ought to work together in peace and harmony. Just at a time when coöperation is taking the place of civil war in industry is no time to raise hostile war whoops in education. After all, we human beings stand or fall together.

EDUCATION AS NEWS

An excellent article on "Broad Pen Writing in the Schools" in *McClure's Magazine* for October has a significance quite apart from the work of the content itself, valuable as this is. The article occupies a place of honor and so reflects the views of the editors of this long-established journal as to what the reading public—or at least a large section of the better educated portion of it—is interested in. There is an added attractiveness in this case, of course, due to the sketch of the monkish writers of the Middle Ages, whose portraits serve to light up the pages of the article. Nevertheless, the essential content is a serious discussion of children's handwriting, a sympathetic and informed discussion. By means of it the public is helped so much farther on its way toward giving up the flippant or, what is worse, patronizing way of regarding teachers. Ichabod Crane is well enough as a comic character but very far removed from the fur-coated school mistress and the neatly dressed, businesslike superintendent of today. Of this our masters the patrons of the school seem at last clearly to be aware. It is much to be thankful for.

THE WORK OF THE DEMONSTRATION TEACHER AND ITS RELATION TO A PROGRAM OF CONSTRUCTIVE SUPERVISION

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Is supervision something which teachers should dread and thus be prevented from doing their best work, or may it be made a means of stimulation from which greater initiative and a more careful scrutiny of technique shall result?

One of the tests of constructive supervision is found in the extent to which many agencies in the school system are utilized for the purpose of strengthening the work of the system as a whole without reducing all teaching to the dead level of uniformity. This means that the supervisor must so formulate his policies of supervision that his plans of organization will include many mediums or avenues of approach through which the individual teacher may derive personal stimulation and encouragement.

In a school system of sufficient size to necessitate a staff of assistants under the direction of a general director, the work of the demonstration teacher should be regarded as a vital means of improving teaching. A feeling of need for such assistance on the part of the teachers themselves is one of the chief requisites to its success. It is the exception when a teacher does not wish to improve the quality of her work. When such exceptions are discovered they should be dealt with according to the merits of each case. By far the greater number of teachers in a progressive school system, however, are earnestly working to render the best service of which each is capable. The direct assistance which may be rendered to such teachers by a group of demonstration teachers is of sufficient importance to demand careful attention to the organization of a satisfactory plan.

Four years ago we began the reorganization of our course of study in arithmetic for the elementary grades. During the first year of our study, five schools represented on the committee responsible for this reorganization carefully tested in the classroom the revisions which were made. This testing led to a revision of the material. At the beginning of the second year all schools assumed the responsibility of testing the course, which at that time was only in mimeographed form. Before the close of that year the principal and teachers of each school were given an opportunity to submit to us comments pertaining to anything in the course needing further change. These contributions were of great value to us in making our third revision.

The testing of this material by all schools brought before us a new need. At the beginning of the second year of our study, when all schools entered upon the first trial period, we held grade meetings, had group conferences, and in other ways endeavored to help the teachers to interpret the new course. It soon became evident, however, that more specific help was needed than could be satisfactorily rendered unless other equally important lines of work were neglected. To meet this need, four teachers were selected from the schools where the course of study had been carefully tested during the first year of our study. These teachers naturally were con-

spicuous among their fellow teachers for the excellent work which they had done in testing the course. This group of teachers at once became responsible for visiting all teachers of respective grades and rendering immediate service in regard to the new features of the course. Changes in emphasis, shifting of subject matter, new technique, or other points which presented difficulties to the individual teacher were given first consideration. Through the inauguration of this plan, I personally became responsible for stimulating and encouraging these teachers in our new undertaking. Each week a group meeting was held, but during the entire year many personal conferences also were held.

At this time a plan was instituted for a composite schedule of visits covering all lines of supervision in the elementary schools. Teachers thus were protected from being visited on the same day by more than one supervisor. From the beginning, teachers were notified in advance of the exact date when the demonstration teacher of arithmetic might be expected. The interest manifested by the teachers was so keen that before the close of the first year of this experiment many requests came from the teachers for a similar kind of help in reading. Parallel with the reorganization of our course of study in arithmetic we carried on a coöperative piece of work in the organization of attainments in reading.

To meet this new request, two teachers were selected who deserved recognition because of the contribution which they had made in connection with our study of reading. Again the response from all teachers was so excellent that two more teachers were added at the beginning of the next semester. This made it possible for us to give specific help in arithmetic and reading in grades one to six inclusive. Throughout this period I was giving close attention through frequent meetings to the problems which confronted this group of teachers in order that their professional attitude, sympathetic understanding, and skill in technique might grow in proportion to the new demands being made upon them.

Thus far, considerable progress had been made. Our teaching force in general welcomed this new opportunity for direct assistance. An incentive had been given to all teachers by the selection of those teachers who were conspicuous for the excellence of their work. Since the principle upon which the plan was founded was one of helpfulness, every effort was made to maintain this policy.

Had our conception of this phase of supervision ended here, our plan would have been weak in the extreme. No form of supervision is successful which does not provide a well-rounded, carefully evaluated program. While the teaching of reading and arithmetic are important features of the teacher's daily responsibility, they are by no means the only knowledge values deserving consideration. Our plan as it then existed made it possible, if continued indefinitely, for the development of a one-sided, over-balanced program in which reading and arithmetic very rapidly would have assumed undue prominence in the minds of teachers and pupils alike.

Here, then, was another excellent problem for study. How could we retain the benefits we had gained and at the same time shift the emphasis so that other subjects might have an equal amount of specific help? Dangers and handicaps at once loomed up in large proportion. It was impracticable to increase proportionately the number of demonstration teachers. The subject of geography did not offer the same stimulus which had been given in reading and arithmetic as the course was not under revision. While we were making preparations for the revisions of our English course, sufficient progress had not been

made to permit us to utilize this as an incentive. How, then, could this be done so that teachers would welcome the new plan as an additional opportunity instead of feeling that they were being overly supervised? What kind of a plan could coördinate the interests of forty-five elementary school principals and approximately one thousand teachers?

Considerable thought was given to each detail of the next step in the development of this form of supervision. When these details were finally completed, a letter was sent to each principal in which the plan was outlined in full and the principal was asked to consider the details with his teachers. In brief, each school was given the privilege of continuing to receive specific help in reading and in arithmetic, but any school desiring additional help of a similar type in English and geography would be given such help upon request. The accompanying form was enclosed with the letter and details of how it was to be used were explained. Each principal was asked to submit in writing his decision after the new plan had been given careful consideration with his teachers.

In the meantime, through frequent group and individual conferences, the group of demonstration teachers had been prepared for the changes to be expected. When these teachers first were selected, they were chosen because they were excellent teachers. They, therefore, were qualified to teach other subjects as well as the one in which they had been rendering specific help. Each teacher was permitted to choose the additional subject which she preferred. Almost without exception spelling and English were chosen by the teachers assisting in reading, while geography became a part of the schedule of the group of teachers assisting in arithmetic. We, therefore, were prepared to attempt to render a broader service to the schools responding to the new opportunity. When the replies from the schools were checked, not a single one of the forty-five elementary schools failed to avail itself of this additional privilege.

The group of teachers who are rendering this type of service work on a definite schedule with the exception of two half-days each week, which are reserved for special return visits where in the judgment of the principal the need is imperative. The accompanying blank is sent from my office to each school at least one week previous to the visit. The data on the upper portion of the blank is filled out in my office in conformity with the time allotted on the composite schedule of visits to each school. The names of teachers and other statements are added by the principal according to the most urgent needs of his teachers in the grades indicated for the given visit. These blanks are then returned to my office and the information which they contain is used by the teacher concerned in making preparations for her visit.

In all cases where demonstrations are requested, the teacher making the visit plans a lesson to meet the needs of each teacher. This avoids the danger of a few type lessons being given through the system. Unless it is an exceptional case, the same teacher is not given two demonstration lessons upon two successive visits. Her name may not appear on the blank for the second visit, but if it does and a demonstration lesson had been given for her on the previous visit, she understands that "turn about is fair play" and she prepares a lesson to be observed by the demonstration teacher. Both teachers later discuss the lesson.

Our supervising principals are a part of our supervising staff. Since they feel a direct responsibility for this matter in their respective schools, they recognize the great importance of carefully diagnosing the

SCHEDULE OF VISITS TO BE MADE BY DEMONSTRATION TEACHERS FROM THE DEPARTMENT OF ELEMENTARY GRADES AND KINDERGARTENS

Teacher making visit—Miss M. R——
Grades to be visited—2B, 2A, 3B
Subjects to be considered—Reading, English, Spelling
Time to be spent in your school—1 day. Date.....
Maximum number of teachers who can be visited in this time—6
Maximum number of demonstrations which may be given—3

List below the names of any teachers in the grades indicated above who should be included in this visit.

Star these names where observations are requested.

Teacher	Grade	Subject	Particular Part of Subject Matter to be Considered at That Time if Demonstration is Requested

(After consultation with the teachers concerned, the necessary data is supplied as indicated and the blank is returned to the central office.)

This blank should be returned to this office not later than.....
A duplicate is provided for your files.

SCHOOL .....
PRINCIPAL.....
DATE.....

needs for each visit in order that a maximum degree of benefit may be derived. Thus the school as a unit profits through participation in those coöperative undertakings which are instituted for the purpose of raising the level of the work of the entire system.

The names which appear on these blanks vary from visit to visit. They include strong as well as weak teachers. Some names, however, will appear continuously. This is controlled by the principal who works in conjunction with my department in order that we may study the progress of a teacher whose work we are endeavoring especially to strengthen. Not a single name has been listed, however, unless the teacher is in hearty accord with the arrangement. Frequent conferences and meetings have been a constant means of regulating procedure and estimating progress.

The first term of this experiment was one of the most stimulating which we have experienced. Figures never prove a point but I give them here merely to indicate the extent to which we attempted to meet the needs of the teachers and principals from February to June, 1923, in Grades I–VI inclusive. The group of demonstration teachers rendered special help in geography, arithmetic, reading, and English, including spelling. During that time a total of 1977 visits were made. Of this number 869 visits covered lessons observed and 1108 visits covered demonstration lessons given. To show how consistent this was with the record of the second term, the following figures are also given. A total of 1988 visits were made; 1015 of these were demonstration lessons, while 973 lessons taught by the teacher of the grade were observed.

This plan has been given in detail because each step in its development has had far-reaching results. In the field of supervision, our experiment means much to us. We have demonstrated that teachers are eager for help and suggestion when they see that it is not superimposed upon them. While by no means have we overcome all our difficulties, we feel that we have made considerable progress, not by the process of revolution but by the slower, more certain one of evolution.

It would seem that this experimental study has tremendous possibilities for good to our system as a whole. It is too soon to draw final conclusions as to the ultimate benefits. Our initial attempt, however, has given us many indications of more careful scrutiny of technique by our teachers, broader sympathy and understanding of one another's needs, a greater willingness to attempt new things, a clearer conception of goals, and a greater degree of initiative.

Our philosophy of education aims to secure an open-minded coöperative policy which shall result in unity of purpose, not in uniformity of practices.

A PROJECT FOR AN ASSEMBLY

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More conservative than her sister of the elementary school, the high school classroom teacher is, on the whole, adverse to any innovation in classroom procedure. By dint of routine, students in the senior high school may be made more or less automatons and, finding that outward attention is an asset in winning the esteem of the teacher and securing as a by-product favorable notice in the class record, they may be brought to a highly respectable standard of conduct during a class period.

A classroom situation reduced to such an atmosphere of peaceful tolerance provokes few questions and occasions little encroachment upon the teacher's time. There is a general impression among high school teachers that any variation from routine is a waste of energy. Perhaps that impression is sincere, but, if so, would that some Aaron might arise to smite the rock of their ignorance and release a crystal stream! For it is not mere variation from routine that is sought, but all those attendant virtues of interest, initiative, self-directed effort, and absorption in accomplishment that characterize a project undertaken under intelligent guidance.

The high school teacher who has her ear to the ground is continually hearing rumblings that indicate directions from which reënforcements to the Old Guard of the prescribed curriculum may be advancing. Sometimes these come from the community, sometimes from the pupils themselves, and occasionally from the administrative offices. Here is an illustration of one arising from this last source.

Early in September a circular appeared from the office of the principal of our high school requesting each department to prepare a program for an assembly which would in some way be representative of the work of the department.

The request, when brought to the classroom, suggested a motive for initiative on the part of a group of pupils and, when submitted to a class in tenth-grade English, met with a ready response leading to a spirited discussion of the purpose of assembly programs. The class agreed that whatever the nature of the program decided upon, it should be not only entertaining and interesting but also thought-provoking. It was decided to devote the recitation period the next day to a consideration of the different ideas submitted regarding what we, as a class, could do to fulfil our conception of a suitable program.

After putting a number of the suggestions made by the pupils the next day to the three tests determined upon—probability to interest, to entertain, and to provoke thought—a decision was reached in favor of presenting in pantomime characters from books which most of the students in the audience should know. The pupils immediately began to think of characters so vividly portrayed in the literature they knew that they were real personalities. How could these be presented in a novel and engaging way? The answer to this question we determined to leave until our array of characters should be marshalled.

As finally selected, these included Scrooge when he was visited by the Spirit of Christmas; the shipwrecked pirates in *Treasure Island;* Gulliver when he was searched by the Lilliputian policemen; Rowena, Elgitha, and the Palmer when the Palmer was taken to Rowena's room; Puck, Oberon, and Titania with her fairy attendants when Oberon was waiting for Titania to appear; Galahad on his quest; Robin Hood, Will Scarlet, and Allan-a-Dale when they defied the Sheriff of Nottingham; Tom Sawyer in the whitewashing scene; the Pied Piper of Hamlin; Rip Van Winkle with his dog and gun; Ichabod Crane wending his way to school; Little Nell and her grandfather wandering from hamlet to hamlet. Topsy, the Girl from the Limberlost, and Pollyanna formed a group from modern stories.

As a novel and engaging way of getting the characters upon the stage, the idea that met with most favor was that of a magician who might summon them from the past with his magic wand. A reader, too, was suggested who should read a passage from each story appropriate to the incident which the character represented.

Then the costuming! Two departments were asked to coöperate, the art department and the domestic art department. Designs for the costumes went forward as planned by the pupils in the classrooms after looking up the setting in the stories. The cutting and making of the costumes became a problem of the domestic art classes.

In the meantime pupils were chosen for the different characters, and problems in stage arrangement and management were assigned. Each pupil in the class was responsible for something essential to the success of the undertaking. Soon inquiries began to come in about rehearsals. We had to decide whether each pupil would be responsible for his own interpretation of the character he represented and training be limited to the reader and the magician, or whether the impersonator should be trained to his part also. It was decided that the reader should have much practice with the class acting as critics, but that the impersonators should have only sufficient practice to accustom them to ease on entering the stage. The interpretation of the character, it was felt, must be individual and be left entirely to the impersonator and his study of the book itself. The impersonators were to remain on the stage after entering and the whole was to be arranged in an effective ensemble. The magician should be costumed as an Oriental and have at his side a jar of incense, the curling smoke from which would give an air of mystery to the scene. The costume of the reader should be the white robe of prophecy, with a stole of richly hued purple and green.

At this juncture the proposal was offered that the audience be made participants by the class preparing and having printed sheets of paper with blanks for the writing in of the name of each character as it appeared, the title of the book from which it was taken, and the name of the author. These sheets would be passed by the assembly ushers and their purpose explained by the general stage manager. They would be scored later by the group who gave the program, and the names of those with high scores would be posted on the general bulletin board.

The program was given twice, once for the senior high school students numbering about a thousand, and once for the junior high school of about seven hundred. Judging from the scored sheets the impersonators really interpreted their parts, for more than twenty per cent of the scored sheets were above ninety.

SUBJECT MATTER VERSUS CHARACTER TRAITS

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Many and diverse problems confront present-day educators. The writer believes that the only method of correctly solving these problems is by earnest study on the part of teachers of all subjects. It is not enough that superintendents, principals, and supervisors recognize the perplexities. Teachers are taking more and more actively a part in the fashioning of the courses of study, and these cannot be fashioned properly by a consideration merely of the particular subject taught by the teacher. The relation of each subject to the large program is the fundamental essential. If the teacher thinks the job is to see to it in some way that the students learn certain facts or particular methods of solving concrete problems and tries to accomplish that task regardless of possibly larger considerations from the standpoint of the pupil himself, harm is very likely to occur to some individuals. *The tactics that the teacher uses may be all important in producing effects on the individual pupil.* There are so many educational theories now extant that it behooves us to take account of them and try to determine their worth. The conception which has probably held dominion with the average physics teacher is that of the great value of subject-matter information, and ability to solve problems connected with that information, to the pupils taught. We have bent the major part of our energies to putting this across.

Suppose a teacher believes that information in recognized subject matter is the main purpose of the course in physics and tries to determine what procedure will best accomplish it. Suppose another says information is useless unless ability to apply it in the solution of problems is present. Suppose a third gives evidence to show that information and ability to solve problems are soon lost and therefore do not function in everyday life. Why not put our main emphasis on something that *will* function always—character trait development, or the development of correct habits of work, or ideals, or life attitudes. A fourth says all of these are essential and must be considered. Nutt[1] criticizes many teachers who, he says, "go out to teach history, English, etc., instead of going out to teach adolescent boys and girls by means of history, English, etc." Courtis[2] says that "those of us who value method above subject matter, children above results in terms of knowledge or skill, like to define education as the process of helping children to help themselves (1) form ever more worthy purposes, (2) achieve their purposes ever more efficiently." Kilpatrick[3] says that "education based on the purposeful act prepares best for life while at the same time it constitutes the present worthy life itself." Snyder[4] says, "The people and the schools are not destined for a large success until they have learned to regard their

[1] Nutt, Hubert Wilber, *Principles of Teaching High School Pupils*, Century Company, 1922.
[2] Courtis, Stuart A., "The Influence of Ideals Upon Success in School," *Journal of Educational Method*, II:316-323, April, 1923.
[3] Kilpatrick, William H., "The Project Method," *Teachers College Bulletin*, October 12, 1918.
[4] Snyder, M., "Individual Pupils As the Unit of Supervision in High School," *School Review*, 28:205-219, March, 1920.

pupils, not as a class but as unique personalities entitled to quite the same courtesy, consideration, and attention as themselves." And so it goes. Who is right?

What are we accomplishing in school? Tests in many subjects show us that it is less than we have thought in pure subject matter and we all have misgivings that in no ways are things as they should be. Powers[1] in his chemistry tests given to several thousand pupils shows one example of low achievement and the short time that even such achievement is maintained.

The surest way to determine the answers to many of our educational problems is to develop quantitative measurements of educational products. Why should education continue to be only a qualitative subject when so much promise is evident by developing measuring devices to supplant individual opinion by more exact knowledge?

During the last school year, the writer made a study of the effect of regular teacher-assigned lessons on the one hand and pupil-assigned lessons on the other, on achievement in physics. The question, the answer to which he sought, was whether pupils by and with the advice and supervision of the teacher could accomplish as much or more as by a more stereotyped scheme of teacher-assignment.

The latter method assumes that the proper way to teach physics is by regularly assigned lessons by the teacher, consisting of topics to be studied and problems bearing upon these topics solved by the pupils. The teacher is supposed to know the present and future needs of the pupil better than the pupil himself and therefore selects suitable topics and problems by means of which the necessary acquisition of knowledge, ability and other desired concomitants will be brought about.

The pupil-assigned method, on the other hand, assumes that the desirable objectives are habits of industry and development of initiative by the pupil, and that these traits will be best developed by allowing the pupil considerable freedom in planning his own work and carrying it out in his own way. It presumes that because the pupil selects his own activities and plans his own work, he will be more interested in his work, his attention will be directed more upon his own character traits and there will therefore be more of an impelling force to spur him on to greater efforts. He will be led to see that what he accomplishes in any endeavor is very largely a matter of his own industry and initiative, and thus learn to depend upon himself. He learns as he goes to school what will constitute his experiences in everyday life after he leaves school, and he actually does his work in school more nearly in the natural way that he does it outside of the schoolroom. Moreover, he can select work which is suited to his abilities and not be compelled to keep pace with pupils of varying capacities.

The function of the teacher under the two methods is quite different. Under the former, he is final authority on all matters connected with his instruction. He knows what is wanted and the best ways of accomplishing the objectives. Under the latter, he is more of a general overseer, adviser, and supervisor, giving advice and counsel where he can, but with the full understanding that responsibility for the pupil's success rests upon the pupil himself. Therefore, if the pupil has ideas, he should be allowed to try them out. More than that, he should be encouraged to act on his own initiative. The teacher must help the pupil discover defects if there are defects in his plans. At times, undoubtedly quite often, a gifted pupil may add val-

[1] Powers, G. R., "An Examination of Subject Matter," *School Science and Mathematics*, XXV: 53-61, January, 1925.

uable conceptions which may aid other pupils and give the teacher new ideas. Certainly under the latter method there is more individual freedom given to the pupils and less formality in the conduct of meetings of the class.

In order to allow these two methods to function, the writer attempted to organize his classes into two groups as equal in all respects as was feasible. To one group he assigned regularly topics and problems from an outline and list of problems used for previous classes. These may be found if desired in a Master's thesis by the writer.[1] To the other group he made no daily assignments, the one general object being for each pupil to learn as much about the subject of "heat" in his own way as he could. The marks of the pupils in the latter group were to be decided on a judgment of industry and initiative from concrete results. These results were to be in tangible form, a notebook being suggested if nothing better appealed to the pupil himself.

Recitations under the assigned lesson plan were to follow the assignment rather closely, while under the plan of no assignment they were to be more in the nature of conferences, each pupil being made to feel that he should have some worthwhile contribution to make—that he should do his share to make the recitation a success. Under the former plan, discussions were limited largely to the assignment for the day. Under the latter, discussions developed in a natural way from interests shown by the pupils at the time, dependent largely on what activities had been engaging their attention before they came to class. Under the former, all pupils were supposed to be working on the same branch of the subject; under the latter, each pupil was doing what he thought was best for him and what he liked to do best. Under the former, the recitation followed a rather formal plan of the teacher; under the latter, the pupils suggested the course events should take. One important feature under the latter was the account of the work being done by the individual pupil so that all could gain information about the work of every other pupil.

During the time the experiment was in progress, all formal laboratory work was dispensed with, though certain individuals performed simple experiments at their homes. Regular laboratory work as outlined in the *Modern Physics Laboratory Manual* by the Minneapolis Physics Teachers' Association was done after the experiment proper was completed.

In order to measure the efficacy of the two contrasted methods of procedure, it is evident that native mental ability should be taken into consideration. This was done by dividing the whole number of pupils into two equal groups as nearly as feasible by pairing the pupils on the basis of the results obtained from two mental ability tests, namely, the Otis Self Administering Test of Mental Ability, Form A, and the Miller Mental Ability Test, Form A. The rating of each pupil in each test was computed in units of standard deviation; the arithmetic mean of the two ratings thus obtained was used as the basis of pairing. The results may be shown thus:[2]

INTELLIGENCE GROUPING—MILLER AND OTIS TESTS—S. D. RATING

Assigned-Lesson Group	Mean 49.4	S.D. 10.9
Industry-Initiative Group ...	" 49.3	" 9.2

[1] Hurd, Archer W., "A Topical Method Compared With a Problem Method in Acquisition of Information and Ability to Solve Problems in Physics." Master's thesis, University of Minnesota, 1924.

[2] Lack of space prevents our printing in full the charts and tables prepared by the author to accompany this article.—EDITOR.

In chronological age, intelligence quotient, rating in Physics I (computed from the added scores of seven objective tests given during the first semester of Physics), past marks in school, and teachers' rating in industry, the two groups were found to be quite comparable, the Industry-Initiative Group being apparently slightly inferior. Of the total number of students (35) in each group, there were sixteen girls in the Assigned-Lesson Group and nineteen in the Industry-Initiative Group; in the former group four students had had General Science, in the latter group, six.

To measure the effects of the two contrasted methods of instruction, the writer used four objective tests devised for measuring acquisition of information and ability to solve problems in "heat." The results of the tests showing the mean *preliminary scores*, the *final scores*, and the *gains*, were as below.

During the progress of the experiment, it became more and more evident that certain other benefits were being derived by the Industry-Initiative Group particularly that were not measured by the tests mentioned. In order partially to make up for these inadequacies, two other objective tests were devised, one a biography test on men who had done notable work in the subject of heat, and the other a diagram test consisting of twenty-nine diagrams pertaining to devices used in the study of heat. The former test consisted of choosing from a list of names those who were responsible for certain discoveries stated in a second accompanying list. The latter test consisted in checking from a list of thirty-one titles describing the diagrams those which should accompany each one of the diagrams respectively. The results of these tests, together with the total added scores of all the final tests on heat, are shown below. The total added scores include all the tests in heat mentioned and in addition a second problem test with a possible score of 45, making a grand total of 224 points possible.

The arithmetic means indicate that the two groups of pupils are about even on the biographical test, that the Industry-Initiative Group is apparently slightly superior on the diagram test but that the Assigned-Lesson Group is in the lead as to total scores in all heat tests.

Omitting the scores of the problem tests, the biography test, and the diagram test, the mean scores on the three information tests are as shown on page 151. It is seen that the groups are almost on a par in information alone.

The scores obtained by the pupils in the two groups on the problem tests alone

SCORES IN PRELIMINARY AND FINAL HEAT TESTS AND GAINS
(Possible Score, 137)

	Assigned-Lesson Group			Industry-Initiative Group		
	Preliminary	*Final*	*Gain*	*Preliminary*	*Final*	*Gain*
Mean	36.99	84.07	47.61	34.32	76.9	42.47
S.D.	17.3	20.7	14.8	15.4	22.4	16.8

SCORES IN BIOGRAPHY AND DIAGRAM TESTS AND TOTAL FINAL HEAT TESTS
(Possible Scores: Biography, 13; Diagram, 29, Total Heat, 224)

	Assigned-Lesson Group			Industry-Initiative Group		
	Biography	*Diagram*	*Total Heat*	*Biography*	*Diagram*	*Total Heat*
Mean	4.53	21.04	123.9	4.7	23.16	113.3
S.D.	2.2	5.1	30.7	2.0	3.7	30.9

SCORES IN INFORMATION TESTS
(Possible Score, 92)

	ASSIGNED-LESSON GROUP			INDUSTRY-INITIATIVE GROUP		
	Inf. Prelim.	*Inf. Final*	*Gain*	*Inf. Prelim.*	*Inf. Final*	*Gain*
Mean	24.8	52.7	27.9	25.2	51.76	26.6
S.D.	11.9	14.9	11.6	9.7	13.5	11.0

are shown below. One of these problem tests was that used in the preliminary testing, the other being given only after the classes had completed the work in heat. Besides the writer's tests, the Iowa Physics Test in Heat, Form A, prepared by Dr. Harold Camp, was given, with results as below.

A time schedule for one of the four weeks showing the time spent by the pupils in all classes was also kept. The mean time per pupil spent outside of regular class periods (seven class periods of 45 minutes each) was found to be 4.96 hours for the classes having no regularly assigned lessons and 2.67 hours for those having regularly assigned lessons. Evidently those in the Industry-Initiative Group spent very much more actual time on their work than those having regularly assigned lessons.

Before drawing conclusions, it will be wise to inquire into the reliability of the differences between measures of the two groups of pupils upon which the conclusions will be based. In order to do this, McCall's experimental coefficient[1] will be used. The following table gives the experimental coefficients for the differences listed:

EXPERIMENTAL COEFFICIENTS

1. Difference between gains in Heat tests (Final Preliminary) .5
2. Difference between scores in all final tests in Heat .5
3. Difference between gains in Information tests alone .18
4. Difference between scores in Information tests final .10
5. Difference between scores in Problem tests final 1.0.
6. Difference between scores in Iowa Physics Test .17

According to McCall, an experimental coefficient of 1 indicates practical certainty that a real difference exists, the chances of such a difference being 369 to 1. The chances of a real difference in each of the above according to McCall are as follows:

1. Differences between gains in Heat tests—11 to 1.
2. Differences between scores in all final tests—11 to 1.
3. Differences between gains in Information tests less than 2.5 to 1.
4. Differences between scores in Information tests—1.6 to 1.
5. Differences between scores in Problem tests—369 to 1.
6. Differences between scores in Iowa Physics Test less than 2.5 to 1.

It is evident, therefore, that the only reliable difference is that between scores in the problem tests, while there is considerable evidence that a difference exists also

		Final Problem Tests	*Iowa Physics Test*
Assigned-Lesson Group	Mean	47.3	55.57
	S.D.	13.5	21.6
Industry-Initiative Group	Mean	36.1	53.14
	S.D.	17.5	21.3

[1] McCall, W. A., *How to Measure in Education*, pp. 402-405. Macmillan Co., 1922.

in the case of gains in heat tests and scores in all final tests. There is not a significant difference in the case of gains in information, scores in information, nor in the Iowa Physics Test.

On the face of the measured results, the following conclusions may be drawn:

1. The Assigned-Lesson Group shows a significant superiority in solving problems.
2. The Assigned-Lesson Group is probably superior in what is ordinarily taken up in a course in heat.
3. The Industry-Initiative Group is practically equal to the Assigned-Lesson Group in information, not counting mathematical problems.
4. The Industry-Initiative Group is practically equal to the Assigned-Lesson Group in the qualities measured by the Iowa Physics Test.

Probably the most important conclusion which may be drawn is the apparent superiority of direct methods of accomplishing results. Naturally a teacher-assignment method would embrace those things usually considered recognized subject matter. Pupils might engage in activities not so well recognized as usual subject matter and receive as much or perhaps more benefit in other ways. The evidence here points to the non-spread of training. If it may be agreed upon that the subject of physics is in the curriculum for the subject matter it presents to the pupils, then the Assigned-Lesson Group may be considered to have more nearly accomplished the desired results. If, on the other hand, the gaining of desirable character traits is of more importance, there is no evidence which would indicate the superiority of this group.

Is it probable that in the extra time spent by the Industry-Initiative Group these pupils were really gaining benefits not measured by the tests? Some light may be thrown on this problem by a tabulation of the various activities carried on by individual pupils. Of the pupils in the Industry-Initiative Group, the following numbers carried on the activities:

1. Complete outlines of the subject of heat by 37 pupils.
2. Diagrams of appliances used in heat by 39 pupils.
3. Clippings from magazines and papers of articles and pictures bearing on heat by 26 pupils.
4. Descriptions and explanations written out by 15 pupils.
5. Themes on heat and related topics by 29 pupils.
6. Problems on heat worked out by 27 pupils.
7. Laws and formulæ selected and written out by 24 pupils.
8. Biographies written by 15 pupils.
9. Visits to firms dealing in heat appliances by 9 pupils.
10. Letters to firms dealing in heat appliances by 1 pupil.
11. Topics given in class by 2 pupils.
12. Individual experiments performed and written up by 8 pupils.
13. Experiments explained by 3 pupils.
14. Reference books read or consulted by 16 pupils.
15. Answers written to selected questions by 1 pupil.
16. Debates taken part in by 16 pupils.
17. Magazine articles read by 11 pupils.
18. Tables written out by 2 pupils.
19. Questions written out by 2 pupils.
20. List of devices used in heat by 1 pupil.

Some of the subjects of the written themes were: "Criticisms of the New Plan in Physics," "My First Idea of Physics," "My Opinion of the Study of Heat," "Our New System of Assignment," "Ice Making," "Why I Liked the Subject of Heat," "My Visit to the Engine Room," "Matches," "Refrigeration," "Fuels," "Oil Burners," "How to Burn Lignite," "Electric Heating," "Steam Engines," "Nature of Heat," "Trip to the Ford

Plant." Subjects of debates were: "Resolved, that a moist air system of heating is preferable for a six-room, two-story house, to a hot water system"; "Resolved, that oil is preferable to coal as a fuel for heating houses"; "Resolved, that air-cooled automobile engines are preferable to water-cooled engines." Biographies were written of the following men: Joule, Rowland, Watt, Davy, Newcommen, Fahrenheit, Kelvin, Charles, Corliss, Boyle, Tyndall, Onnes, and Diesel.

Complete records in notebooks were kept showing the concrete results of all these various activities. From time to time individual books were shown to the members of the classes and at the end of three weeks the pupils judged each other on industry. Each pupil gave his individual estimation of every other pupil by the letters A, B, C, D, and F, these letters meaning respectively *Superior, Above Average, Average, Below Average,* and *Unsatisfactory.* At the end of the experimental period an exhibition of the books took place, each pupil judging the work of every other pupil on initiative shown and on industry and initiative combined.

It will be understood that pupils having regularly assigned lessons did none of these things. They merely prepared to recite on certain topics or solved certain problems.

It must be left for the reader to judge as to whether the pupils engaged in the activities enumerated really gained in growth in ways that the pupils in the other classes would not have gained. Certainly, if they spent more time in study and engaged in so many more varied forms of activity, the results of which were shown in their notebook work, it is probable that some growth resulted therefrom. As initiative and industry were at all times stressed, it would not be unreasonable to assume some gain in those directions. Very valuable measuring devices would be those which actually solved, that a moist air system of heating is preferable for a six-room, two-story house, to a hot water system"; "Resolved, that oil is preferable to coal as a fuel for heating houses"; "Resolved, that air-cooled automobile engines are preferable to water-cooled engines." Biographies were written of the following men: Joule, Rowland, Watt, Davy, Newcommen, Fahrenheit, Kelvin, Charles, Corliss, Boyle, Tyndall, Onnes, and Diesel.

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If, as seems indicated, direct methods of attack result in superior accomplishment, the Industry-Initiative Group must *a priori* have achieved more growth in industry and initiative, for these were the characteristics stressed in the work of that group. Further measurements are necessary, however, to prove this conclusively. The question as to whether subject matter or character traits should be stressed primarily in a course in physics still remains open.

In studying individual pupils, it seems necessary to use gains in a final test over a preliminary test as a measure of absolute achievement. It was found that eight individuals in the Industry-Initiative Group made gains of 60 or over, while only five of those in the Assigned-Lesson Group did so. A further study of individual achievement would be instructive but time is limited. It is apparent, however, that certain pupils respond very favorably to more freedom in their school work.

Evidence as to the interests of pupils shown when they are allowed to follow their own plans indicates a distaste of mathematical problems on the part of a great many of the pupils. While 27 pupils of a total of 52 who were in the Industry-Initiative Group (35 were included in the calculations but an actual total of 52 were in the group) worked problems on their own initiative, very few worked as many as were required in the regularly assigned lessons. The pupils as a whole seemed to lack interest in solving the concrete mathematical problems. They appeared very much interested, however, in other activities such as biography reading, drawing of diagrams, planning and executing work of

their own choosing. The fact that they apparently spent very much more time on their work is an indication of this. If the interests of the pupils are to determine what should constitute the course, mathematical problems must be included only for the few, and many other activities such as those listed should be encouraged.

It may be worth mentioning that all of the classes in heat visited the Ford Motor Company Assembling Plant and saw in addition three of the educational films prepared by the Ford Motor Company laboratories.

The big problem before the teacher of physics at present, then (and this includes teachers of all subjects), is, in the writer's opinion, a more definite conception of the exact purposes of the course. If it is to develop primarily worthy traits of character and commendable habits of work, the procedure may be quite different than would be the case were subject matter acquisition or certain skills the objectives. Considering all phases of the problem as presented in a system where compulsory education prevails, a course in physics may be designed to fit the needs of each individual who evidences enough interest to enroll. If the mind of the pupil is clear as to his future intents and purposes, much of the difficulty of formulating his course is removed. If, however, as seems true in the majority of cases, the pupil is undecided and is evidently trying hard to find himself, to learn what his interests and capacities are and what future vocations or avocations he will best be fitted for, then more attention must be directed toward helping him in his quest. The course will best be an opportunity course where the pupil may become better acquainted with his strengths and weaknesses. Assistance, counsel, and guidance should then be the key words—not compulsion and coercion. Evidence of worthy character traits may be recognized in a very clear way and excellence in subject matter information, ability to solve problems or skills in manipulation likewise. With these ideals, lesson assignment to the group should be replaced largely by assignments by the individual pupil with the help and guidance of the teacher. Individual responsibility must be stressed and worthy achievement recognized. The marking system must be overhauled so that definite meanings will accompany marks given. Teacher estimations or guesses should be replaced by objective systems of rating wherever possible, and this implies a very great amount of labor on the fashioning of such measuring devices. All of the various traits, skills, knowledges, abilities, and capacities should be analyzed and instruments devised to measure them as accurately as possible. When the pupil completes the course he should know himself better, he should feel great benefits from the time spent and in the help he has obtained to aid him in better choosing activities which will make his life more useful and happy.

A pupil who has done his best should not fail; neither should he be given a high rating in qualities he does not possess. Definite achievement should be insisted upon; growth must result. A wiser choice of vocations and avocations must be possible.

Group action must result in better citizenship, of which coöperation is the key word. Better fulfillment of duties connected with home and community life should result. Better care of health should be possible. Unless the secondary school curriculum is divided and planned in such a way that each of these purposes is performed by certain individual courses, physics can be made a *developmental all-around course*.

THE DEVELOPMENT OF LANGUAGE HABITS

DOROTHY DAVID
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In order to stimulate the teacher's sensitiveness to poor English and at the same time to get an idea of the mistakes made by pupils through the eight grades, an inventory of all mistakes was taken during the week of November 15 of last year. Mistakes were noted during the various lessons, or whenever they occurred. These mistakes were afterward classified according to parts of speech and the number of times each mistake was made was noted, as well as the number of children included in the survey. The lists were handed to principals and summaries by grades were made by them. From these summaries the final report was made.

The schools concerned were 4, 40, 65—colored schools—74, the Fresh Air School, enrolling children from various sections of the city, Schools 71 and 59, orphanages—children subjected to institutional life, with more chance of absorbing one another's errors—School 25, with between thirty and forty children of Italian parentage and somewhat migratory in character, and Schools 27 and 32, representative of a better stratum of society.

The number of pupils investigated was 1899. Of the 4680 mistakes made, 1834 or almost half were in the use of the verb; 519 were in the use of the pronoun; 303 in the use of the adjective and adverb; 167 in the use of the preposition. There was a surprisingly large number of mistakes, 1217, labelled mispronunciations, 343 labelled redundance; 297 mistakes were in the use of the double negative.

A study of Table I shows that the eighth-grade pupils make fewer mistakes in the handling of the verb than do the pupils of earlier grades. This is not true with regard to the confusion of perfect participle and past tense. Only seven mistakes are attributed to the seventh grade, while twenty-six mistakes are counted against the eighth. This may be due to a less sensitive ear on the part of some seventh-grade teachers. This table also shows thirteen mistakes in the eighth grade in the confusion of adjectives and adverbs, the greatest number made in any grade, yet the eighth-grade pupils study technical grammar. Again, the seventh grade lists no mistakes in the confusion of prepositions and conjunctions, yet one feels that these pupils must have made many such errors.

The study of Table II reveals the fact that the percentage of errors in the eighth grade in the handling of adjectives and adverbs, the use of the preposition, the double negative, is greater than in any other grade; that Grades I, III, V, and VI have a lower percentage of errors with the pronoun than Grade VIII. Does this reflect upon the value of the study of technical grammar?

The members of the committee agree that:

1. Lower grade errors are found in the upper grades unless eradicated by persistent drill.
2. The greater percentage of errors is found in the use of a comparatively few verbs.

TABLE I—ERRORS (ORAL) ARRANGED ACCORDING TO PART OF SPEECH, SHOWING NUMBER OF TIMES EACH IS MADE

Grade	1	2	3	4	5	6	7	8	Total
Number of pupils	334	130	286	361	199	180	233	176	1899
Verbs									
1. Wrong verb	94	25	44	19	116	69	10	15	392
2. Impossible verb forms	77	11	74	44	94	70	18	14	402
3. Perfect participle for past tense and vice-versa	52	33	39	93	119	158	7	26	527
4. Wrong tense	22	14		30	4	60	31	11	172
5. Failure of verb to agree with subject	8	26	78	43	63	29	31	9	287
6. Incorrect use of mood				9		44		1	54
Total	253	109	235	238	396	430	97	76	1834
Pronouns									
1. First personal pronoun standing first in series	4	16	7	46	14	12	3	3	105
2. Wrong case form	36	37	54	37	27	53	11	2	257
3. Failure of pronoun to agree with antecedent	1			10		7	10	7	35
4. Use of pronoun for adjective	5	14		20	17	19	7	7	89
5. Wrong form of pronoun	6		1	7	14		2	3	33
Total	52	67	62	120	72	91	33	22	519
Adjectives and Adverbs									
1. Confusion of	8		11	10	8	10	7	13	67
2. Use of *a* for *an* or vice-versa	6	1	6	15	3	9	3	2	45
3. Mistakes in comparison	9	4		4	5	3	5	8	38
4. Misuse of adjective or adverb		11	2	46	72	18		4	153
Total	23	16	19	75	88	40	15	27	303
Prepositions									
1. Confusion with conjunctions			4	5	9	15		3	36
2. Wrong preposition	4	2	1	15	35	43	5	8	113
3. Useless preposition		2	4	3	4		2	3	18
Total	4	4	9	23	48	58	7	14	167
Double Negative	38	17	35	65	57	53	8	24	297
Redundance	46	10	43	64	115	53	8	4	343
Mispronunciations	122	83	239	256	312	159	20	26	1217
TOTALS	538	306	642	841	1088	884	188	193	4680

TABLE II—PERCENTAGE OF ERRORS OF EACH KIND IN EACH GRADE

Grade	1	2	3	4	5	6	7	8	Total
1. Verbs	47.0	35.6	36.6	28.3	36.3	48.6	51.5	39.2	39.2
2. Pronouns	9.6	21.9	9.6	14.2	6.5	10.2	18.0	11.3	11 1
3. Adjectives and Adverbs	4.3	5.2	2.9	8.9	8.0	4.5	7.9	13.9	6.5
4. Prepositions	0.7	1.2	1.4	2.7	4.3	6.5	3.7	7.2	3.6
5. Negatives	7.0	5.5	5.4	7.7	5.2	5.9	4.2	12.4	6.3
6. Redundance	8.5	3.2	6.7	7.6	10.5	5.9	4.2	2.0	7.3
7. Mispronunciations	22.7	27.1	37.2	30.4	28.6	17.9	10.6	13.4	26.0

3. Oral and written errors are about the same.
4. A great number of errors such as mispronunciations, the use of *ain't* and *tain't*, the speaking of oneself first, the double negative, the choice of prepositions, redundance, may be corrected without a knowledge of technical grammar, but the principles of technical grammar do afford an authoritative check in the handling of certain forms of good English usage.
5. The responsibility of lower and middle grade teachers to initiate pupils into good English habits is great, since many pupils leave school before much knowledge of formal grammar is acquired.
6. Games should be used in an effort to awaken a good English conscience.
7. Like Sherman's march to the sea, to inculcate good speech habits is a hammering process. In order that the habit of using good English may become automatic, there must be regular, persistent, organized drill.

REMEDIAL MEASURES

In order to discover remedial measures, the committee was divided into three groups of three schools each. To each group was assigned a certain topic to be reported upon and discussed in a general meeting.

Topic I: Ways and Means of Having Children Become Cognizant of Errors.

1. Have pupils make an inventory of language errors. Follow up by an active campaign upon certain prevalent errors, certain mispronunciations, etc.
2. Play games in which correct form is used. This will accustom the child's ear to the correct speech habit, so that he begins to note the bad English, and seeks to avoid it.
3. Stimulate to the usage of good English through an appeal to the eye by filling blanks in sentences, choosing one of the two or more suggested words. The fact that a pupil recognizes the correct word, however, is no guarantee that he will use the correct form in either his spoken or written English.
4. Seek to make each recitation a period for practice in the use of good English.
5. Emphasize the use of good English through direct instruction in those grades in which formal grammar is taught.
6. Let there be long-continued persistent hammering to habituate the pupils to right forms of expression.

Topic II: Effect of Reading Habits upon Language Habits.

An editorial in the *Indianapolis News* last fall referred to lip-laziness on the part of the American people. We cut endings, drop intermediate syllables, fail to enunciate distinctly. Louise Wallace Hackney, writing in the columns of *"Straight Thinking for Modern Women"* in the same publication, said:

"It is time we women awaken to this rich heritage of ours—the English Language—and conserve it for our children. They should be taught to honor it both at home and at school. It is the most easily practiced form of patriotism and one we cannot afford to neglect, for it lies close to our national

foundation. Listen to the people in a street car or any other crowd, and see if you can recognize the strange sounds they make as English."

The oral reading of a child has a direct bearing upon his speech habits. If rendered properly it secures:

1. A delivery slow enough for others to follow, which should carry over into the speech habits of the child.
2. Distinctness in enunciation and care in pronunciation and articulation, which, coupled with a natural speaking voice, aid in forming good habits in general conversation. Hosic says, "Aim to have clear, correct speech for the sake of those to whom you speak."

Remedies for the improvement in oral reading and consequently good speech habits are:

1. A contest in pronunciation of such words as cause trouble.
2. Drills upon such forms as *don't you, isn't she, aren't you,* etc.
3. A knowledge of and recognition of syllables.
4. A knowledge of vowel and of consonant values.
5. Drill upon a limited number of so-called tongue-twisters.
6. Contests in story-telling, oral reading, dramatic reading.
7. Speech games.

Again, the reading habits of a child under the inspiration of an experienced teacher:

1. May enlarge the child's vocabulary.
2. May develop an inquiring attitude toward words, lead to a study of appreciation in their use, stimulate to effective choice, suggest variety in the use of synonyms for overworked adjectives and adverbs.
3. May develop a critical attitude as to style or rather build the habit of noticing language.

Topic III: Ways of Interesting Children in a Good English Crusade.

1. Make the child conscious of his heritage—the mother tongue. Some information about its history and composition would not be amiss in seventh and eighth grades, perhaps.
2. Observe American Speech Week.
3. Utilize posters, dramatizations.
4. Memorize quotations upon the use of good English as well as examples of beautiful English.
5. Have a tag day or week.
6. Form a Good English Club.
7. Build the habit of noticing the speech habits of pupils and teachers.
8. Teach the child to appreciate the importance of good language habits.
   a. As the mark of the educated man.
   b. As a commodity to be sold.

The question of how the coöperation of the home might be secured in the establishment of the child's language habits was discussed. One principal talked the matter over with her teachers and decided upon a certain form of letter to be copied by the pupils and sent to some homes. Such a response as the following was received:

Thursday.

Teachers of School 40
Dear Teachers:

In reply to your note of January 4th, will say: You have my hearty coöperation. I have always tried to use good English in the home, but hadn't thought of new words.

I am sure I will learn as well as the children.

Sincerely,
K—C—

It is of interest to note that the National Council of Teachers of English in session November 29 to December 3, 1923, recommended:

1. That all prospective teachers of English now in training be taught the simple technique of the use of the voice.
2. That a special course in this work be established in colleges.
3. That a test in oral English be made a part of the examination of such teachers.

REPORT OF COMMITTEE ON TEACHING OF LANGUAGE HABITS

The National Council of Teachers of English, in an effort to discover just what language skills the public demanded, sent out a questionnaire during the past year to which seven thousand, seven hundred fifty-two replies were received from forty-two different states. These replies came from merchants, clerks, traveling salesmen, etc. As a result of this questionnaire, the following outline was formulated:

LANGUAGE SKILLS DEMANDED BY THE PUBLIC

I. Speaking Skills
   1. Pronunciation
   2. Enunciation
   3. Clear presentation

II. Reading Skills
   1. Books
   2. Newspapers
   3. Magazines

III. Writing Skills
   1. Spell correctly
   2. Good penmanship
   3. Business letters
   4. Social letters

GENERAL LANGUAGE SKILLS

I. Skill to gather facts and to organize.
II. Skill to think clearly and cleverly.
III. Expression sense.

These fundamental skills are requisite to the success of all groups. (See *American Education Digest*, January, 1924.)

The schools represented in the group for the study of language habits attempted to develop skills along these different lines. Each principal was to study conditions and groups in her particular building. It was agreed that:

1. The effort should be to motivate the work in a natural, normal fashion.
2. The project attempted should be worth while, and should relate to such lines of experience as were laid down in the various courses of study.
3. The results achieved during the first half year, though perhaps meager, should not be lost sight of.

REPORTS BY PRINCIPALS

Schools 27 and 25 exchanged letters (4B–8A).

The seventh and eighth grades of the Charity Dye School (No. 27) wrote of visits to the John Herron Art Institute, which is in their district. These letters proved most interesting. There was no mere cataloguing of rooms, pictures, etc., but one phase of the experience that especially appealed to the individual child was given. There was a splendid opportunity for personal reaction.

The grades below utilized schoolroom activities, games used in inculcating good English habits, a description of the building, as subject matter.

The fourth grade of School No. 25 wrote of their visit to Fire Engine House No. 30, one square from the building. This experience correlated with the civics work of the grade. Again, the contents of each letter was narrowed down to one particular part of the experience—a description of the aero-ladder truck, the firemen's quarters, the safety net, etc. This limitation of subject matter offered much opportunity for oral discussion and initiated the child into the organization of material.

The fifth grade wrote of its schoolroom activities, the organization of the town of Willington, its geography committees. The sixth grade wrote of the history of the building, and referred especially to the pioneer history of the ground upon which it stands. The origin of the name "Catherine Merrill School" was explained and the part Catherine Merrill played in the community's life related. The seventh grade took the district as it is today—a manufacturing district with numerous factories encroaching upon it.

Tuskegee and Hampton were the centers toward which the letter-writing activities of School No. 40 were directed. The principal was acquainted with teachers in both these schools, so the 4A–5B pupils wrote to Tuskegee; the 5A–6B to Hampton. The pupils were eager to hear from these famous schools. Their efforts to interest the southern students in Indianapolis were commendable.

Train Letters

Three and a half years ago Arlynn Robert Fessler, nicknamed Pat, entered our school. He became a general favorite among his schoolmates. He stood for all that was good, courteous, helpful, kind, and brave. The pupils chose him twice to become president of our Civics Club. They were very sorry to learn that he would move to Texas. They wanted to write train letters. When his last day arrived, they handed him a package of letters; our project —"Train Letters." Copied from 4AB report No. 27.

Additional Letters

1. Letter received through the school office from a sixth-grade child in Virginia answered by sixth-grade pupils of No. 25. The two best were sent.
2. Letter addressed to principal of School No. 25 from a former pupil now in the Navy, in which he described a trip to South America. This letter is now being answered by sixth-grade pupils.
3. Letter to Mr. George Rickes, Superintendent of Buildings and Grounds, by fifth-grade pupils of School No. 25, asking for "Please" signs.
4. Business letters of School No. 40, written by sixth-grade pupils asking for various geographic material, information, etc.:
   Inland Crystal Salt Co., Salt Lake City, Utah.
   Edward Hines Lumber Co., 1346 LaSalle St., Chicago, Illinois.
   Belding Bros. & Co., 201-205 W. Monroe St., Chicago, Illinois—and many others.

An interesting letter written by this school was one to the superintendent of the New York Central Lines telling of trains left standing across the sidewalk, thereby forcing the children to walk in the middle of the street among the traffic, thus endangering their lives.

Other Projects

1. *Little Citizens' Journal*—Contributions to this Civics Club paper deemed worthy of publication by the editor are read aloud, displayed for some time upon the bulletin board, and then bound in permanent form.
2. The Good English Club—A seventh-grade club, which reported once a week at the regular reading period upon books sent from the office for additional reading material.
3. Report upon library books read by seventh-grade pupils to sixth-grade pupils, the school choosing three from the 7B class and three from the 7A class to represent them.
4. Original fables for third-grade pupils attempted by sixth-grade pupils.
5. The Postal Service.
   The eighth grade of School 27 visited the mailing department of the Federal Building. Following this excursion the pupils discussed freely in class such topics as special delivery, rural free delivery, parcel post, etc. The questions which arose were referred to a committee, whose chairman was to see that the necessary books for obtaining the information were brought in. Each pupil decided upon what phase of the subject he would talk. Parents and children in the lower grades were invited to hear the talks, which were given out of doors.
   (Littleman Lectures.)

Helpful Books

The New Democracy in the Teaching of English, by Walter Barnes.

Games and Other Devices for Improving Pupils' English, by Chartres and Paul. Issued by Government Printing Office, Bulletin No. 43.

AN EIGHTH-GRADE EXPERIMENT IN SOCIAL PARTICIPATION

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The aim of this article is to describe an endeavor in social participation as carried out by an eighth-grade class.

Knowing that some form of coöperative government—sometimes called self-government—was expected by the thirty-five 8A pupils, the teacher studied the different types of government to decide which one she could best imitate. She decided to modify the city organization in such a way as to serve the purpose, which was threefold:

1. To teach citizenship through practice as well as precept.
2. To gain self-expression through coöperative activities.
3. To make as practical as possible the study of civics or government.

Although a city commissioner might not recognize his position or duties among those of the class, nevertheless all three points were gained.

The class had been in the room as 8A's but a short time when the following notice was posted on the board, a few days ahead of the day class organization was to begin:

Do you know anything about the way your city government is organized?

Perhaps if you found out by one p. m. Friday, we might have something interesting to discuss.

Every 8A class had organized some form of class government, so the pupils sensed immediately that, at last, they were to have that much coveted honor, and there was interest and information aplenty on Friday, when an hour was taken to collect their general knowledge. They brought in enough to enable the teacher to guide them into accepting the form she had planned. They told:

1. The form of government.
2. Number of commissioners.
3. That they did not all take office at once.
4. A few of the other officers.
5. Names of some—not all.
6. Length of service of some.
7. When council met.
8. That they chose their president.
9. That mayor did not preside at council meetings.
10. The general duties of the commissioners named.

The teacher then gave them a brief sketch of the county, state, and national governments—just enough to enable them to "choose" the form of government they wished to pattern theirs after. Of course, they decided upon the city, as she had planned.

1. Because they had gathered some knowledge about it and their interest was aroused.
2. Because the other was presented in such a way as to seem too arduous and slow in action.

Next, they chose as special topics the duties of the mayor and the nine councilmen, in order that they might make a comparison and decide how many they could use. This work was taken up in regular civics period, though it had been begun in the period for club work. After their reports had all been given, they held a general class meeting. A chairman and

secretary were chosen and they decided to have the following officers, defining their duties. These were later incorporated in a constitution which they modeled after the United States Constitution.

1. Commissioner of Health.
   To weigh and measure students.
   Cleanliness of room.
   Cleanliness of hall.
   Cleanliness of yard.
   Health habits of students.
   (Biting finger nails getting attention.)
2. Commissioner of Franchise.
   Granting of privileges, such as Sharpening pencils, Leaving room, Speaking to another.
3. Commissioner of Public Safety.
   Marching.
   Order in halls.
4. Commissioner of Public Utilities.
   Arrangement of cupboard.
   Arrangement of table.
   Arrangement of bulletin board. Recording items.
5. Commissioner of Finance.
   Handle all money; keep accurate account and report each meeting.
   Look after banking.
6. Comptroller of Records.
   Check up on supplies.
7. Commissioner of Light.
   Window shades.
   Temperature of rooms.
8. Corporation Counsel.
   Advisor and interpreter of laws.
9. Mayor.
10. His secretary—appointed.

As this was in September and elections were in the air, it was only necessary to guide them along through an election of these officers. For a week the English period was used for this work. They made nomination "speeches" at least five sentences in length, pointing out the good qualities of their nominees. These in turn had to make "acceptance" speeches. This inaugurated the "campaigning." The person making the nomination was "campaign manager." This necessitated his making a speech, introducing his candidate, when that nominee made his "campaign speech."

Quite an affair was made of these speeches, chairs being placed in the front of the room with the desk cleared for a table; several times, even the glass of water was there. Only two candidates and their managers could be heard in one day. An earnest attempt was made to have the class judge the candidates for office upon the talks they gave, so as not to have it determined too long in advance just who was going to win out.

The teacher herself made a request for, and was granted willingly, the office of "Corporation Counsel," explaining as she did so that she knew the school-board regulations and those of the building better than they, and so could best pass upon the legality of any ordinance they might attempt to pass. Besides, this was a "co-operative" affair and she wished to do her share. The class appreciated that stand very much.

In the meantime, in the civics classes were discussed "precincts," "registration," "voting," and "the ballot."

The class decided that they could only have two "precincts"—one east of the building, with Sixth Avenue West as the dividing line, and one west with Seventh Avenue as the line. They had one registration and polling place at the end of the hall and one in the nurse's room. They appointed one clerk (or judge for election) and secured a large flag and a book in which they had placed the following heading, for registration:

Date: Name & Address: Age: Time in State: Time in City: Citizen Signature of Clerk: Oath: Signature of Student.

The oath had been read and discussed in class so they understood what was meant by having the word "oath" appear in the heading above their signature.

Fifteen minutes before each session and the recess periods of one day were used for registration. Two people did not get around to register in spite of the earnest work of the "managers," who tried to see that all their "men" registered. Of course they could not vote, and the class discussed their citizenship in meeting very frankly. So the elections were held, using a typewritten ballot, prepared by three of the students, and balloting was secret.

The students decided in open class meeting to hold two kinds of meetings, both "open to the public": one in which the Mayor would hear the reports of the councilmen and they would discuss the progress of their respective departments, and the other a "regular" council meeting with the president presiding. There really wasn't very much difference in the procedure, as the whole class participated in these meetings, but two people gained experience in conducting meetings. The front of the room was cleared and the required number of chairs were placed around the large table. The presiding officer and secretary took their places in the center. All faced the room. The extent to which the class participated can best be learned by reading the minutes of their first meeting, September 27.

Minutes of the First Meeting

The first regular meeting was called to order by the Mayor, Beatrice Kauffman, at 2:10 p. m., Thursday, September 27, Room 16.

The Commissioner of Health and Sanitation, Dorothy Morris, reported that she had appointed Jane Gilman to clean the boards and erasers. She is going to appoint two pupils to care for the room, plant, basin, and to see that the face, teeth, and hands are clean. Josephine Patterson, who was appointed, will take the position for two weeks.

Mary Foisie suggested that a mark be given to anyone biting his finger nails. It was put into the form of a motion, seconded, and carried, that a person be appointed to remind students of this and make a report to the Council.

The Commissioner of Public Utilities, Herbert Eager, reported that he had arranged the cupboard and bulletin board. He appointed a girl to look after School Service for girls. The report was rejected because it was incomplete. The report was completed and the Council accepted.

Comptroller Cole Comings reported that he had taken invoice of the supply cabinet. He is going to see that everyone cuts down on paper. He appointed June Van Brocklin to take his place when absent. The Council accepted his report.

The Commissioner of Light, Frank Fowler, appointed Jack Cory, Bill McAllister, and Howard Clark to look after the windows. Cole suggested they all could be more careful with the doors. Mary moved that everyone going through the door be requested to shut it carefully. It was seconded and carried. The Council approved of his report.

The Treasurer, Bill McAllister, reported that he had not much to do as yet. The Council filed his report.

The Commissioner of Public Safety, Fred Burkheimer, appointed Vivian Downey to take care of the girls' marching. This the Council rejected. Jack Cory suggested that he call the children by rows. Miss Fuller suggested that Fred arrange all his plans. The Council accepted his report as amended.

Commissioner of Franchise, Donald Dawson, had given privileges such as sharpening pencils and talking. If they slam the door the privilege will be taken away from them. The Council approved of this report.

The Librarian, Constance Emt, appointed John Setter and Alice Kupoff to look after the books. It was recommended that three days were long enough for a reference book to be taken out. If for a longer period, fines will be charged. The Council approved.

The following are the names of those on the committee to draw up the Constitution:

1. Alice Salisbury, Chairman.
2. Harold Smevick.
3. Harold Walker.

The following committee was appointed to draw up the by-laws:

1. Jack Cory, Chairman.
2. Isabel Brahs.
3. Ella Gamble.

John Setter moved we adjourn the meeting. The meeting adjourned.

A visit was made to a city council meeting one Monday afternoon, and as a result the student council added the "roll call" of officers, and having received a few copies of "ordinances" they proceeded to have some of them, four in all. Ordinance No. 1 is presented as a type, though all the ordinances passed were enforced at least once.

ORDINANCE I

An ordinance relating to and prohibiting talking, in the halls of Coe School, adjacent to Room 16 and throughout the building, and providing penalties for the violation of this ordinance.

Whereas, by repeated warnings made by the Councilmen of Public Safety of the Student Council as well as by other officials throughout Coe School, the talking in the halls has been found to be a nuisance and discredit to Room 16, and,

Whereas it is now known to be a nuisance, it is, therefore, hereby deemed advisable by the Mayor and Students' Council of Room 16 to pass legislation as will control this disturbance.

Now, therefore, be it ordained by the Students' Council of Room 16 as follows:

Section I. The talking in the halls of Coe School adjacent to Room 16, and throughout the building, is hereby prohibited on and after October 2, 1923.

Section II. No person may talk in the halls in the Coe School, unless to an instructor, on or after October 2, 1923.

Section III. Any person violating any of the provisions of the above sections shall be deemed guilty of a misdemeanor and punished by a public reprimand by the Council and blacklisted.

Section IV. Any person so blacklisted shall be punished for further offense at the discretion of the Council.

Passed the City Council the.....day of ....., 19...., and signed by me in open session authentication of its passage this .....day of ....., 19.....

President.....
of the City Council.

Approved by me this....day of....., 19....

.....
Mayor.

Filed by me this....day of....., 19.....

Attest: .....

The time was so limited and the line of procedure so new to the class that if the students were busy enforcing one ordinance when another was broken, it was settled in the old way, and no one seemed to notice the irregularity.

Following is a letter that was written by the Mayor and read by the secretary after the boy who broke Ordinance No. 4 had carried out the rest of its provisions and had made his statement to the class:

Seattle, Washington,
November 6, 1923.

To the Pupils of Room 16:

Having shown by his conduct and the statements he has just made concerning the earning of this demerit, I think Howard should be admitted to the room.

Yours sincerely,
The Mayor .....
The Secretary .....

The class then voted to reinstate the offender.

Our English critics made their corrections at the close of any speech and these

suggestions had always to be courteously given and graciously accepted. Thus there was a definite place in the plans of the teacher for training in courtesy.

Of course, the teacher realized that she and her class did not always adhere to the original government organization in this work. These eighth-graders were feeling their way as they went and so was she. This attempt at "coöperative-government" was primarily to give them a chance to put into practice and thus realize through experience the precepts of good citizenship that were being taught.

Grayson says somewhere in *The Friendly Road,* "That's real politics—the voluntary surrender of some private good for the upbuilding of some community good."

The pupils recognized these situations when they arose, and gave credit to the persons who made these "surrenders."

Not for one moment did this plan solve all problems of discipline. There was much to do to keep the class working along new lines as cases came up. However, it did strengthen greatly their sense of responsibility, not only as to individual conduct, but also in relationship to the group.

BOOKWORMS VERSUS MOVIE-MORONS

BLANCHE JENNINGS THOMPSON
English Department, City Normal School, Rochester, New York

Has the bookworm gone out of fashion? It is not a difficult question to answer. In the last generation the stern father, seeing a light under his son's door at midnight, ordered him to put away his book and go to bed. Now he tells him to turn off that radio—usually so that he can put on the headpiece himself. With a girl the case is different. She still reads in what time she can spare from the movies, but instead of *Jane Eyre* under her pillow she has the last "True Story Magazine" or "College Humor."

Some of the old adages still hold good: "Like father like son; like mother like daughter; like teacher like pupil." The father reads little and his son reads less. The mother's reading, when she finds time between club meetings, politics, and bridge parties, consists largely of magazines of the lighter type or novels whose specific gravity may be classed as lighter than air. Remains, then, the teacher to uphold the classic tradition; and what is she doing? Well, the modern teacher is no blue stocking. She bobs her hair and rolls her socks and cherishes as many of the minor vices as will secure her against being called an old maid.

In the old days, the teacher usually *was* an old maid. Teaching was a poorly paid profession and only those with a real vocation entered it. They were older; they had plenty of leisure which they used in scholarly pursuits, and they were as a rule constant and discriminating readers. Higher salaries have attracted a far different type of girl and every year normal schools are turning out thousands of students more or less immature and certainly far from scholarly in the old sense.

Modern living conditions have taken away their leisure. After the daily lesson papers have been corrected—or before—there is the "boy friend," the round of movies (for if one would keep abreast, one must see the current film in each of the leading houses), the bridge party, the weekly dance, motoring, out-door sports, and, in the few moments that remain, reading—perhaps. Now all these activities are good in their proper place and in just proportion, for the modern teacher must of necessity be a live wire, but just now there seems to be an undue emphasis upon the transitory type of entertainment or amusement and a corresponding lack of appreciation of the more solid joys of reading.

There is, moreover, even among those who still do read, a noticeable depreciation in standards of taste! In answer to questionnaires regarding the matter, a large majority of students in normal schools name as their favorite books the novels of Gene Stratton Porter and Harold Bell Wright, and as their favorite magazines several of the mushroom growth of mediocre or worse publications which have come upon the market within the last year or two. The effect of these magazines upon the minds of young people is not so vicious in a moral sense as it is inevitably dulling to the critical faculty, none too sharp at its best, in the present generation.

Further questioning reveals the fact that most of these young people are quite will-

ing to read—there are always *some* rainy days and static often interferes with the radio—but they don't know *what* to read. "What is the matter with Gene Stratton Porter? What shall I read instead? Isn't Edgar Guest really a poet? Well, who is?"

To a fiction-trained mind, anything else is "heavy" reading. The reading of essays, travel, biography, and sociology seems like studying, yet if given a fair chance these fields yield such rare treasures of entertainment and absorbing interest that the healthy young mind once discovering them can never be drawn back into the barren deserts of trumpery magazines and standardized fiction.

The books on the following list are easy and delightful reading and require no more intellect for their interpretation than would any well written novel. They have been tested by hundreds of young people who are preparing to be teachers and have been pronounced by them interesting reading. High school students will find them quite as fascinating, and the teacher or parent of maturer years who has time for an occasional hour of reading pleasure may choose unhesitatingly from this list, which is presented unclassified for a good reason. Such a book as *How the Other Half Lives,* by Jacob Riis, if listed as sociology, under which classification it appears in the library, is thereby badly handicapped in its appeal because people are likely to think of it as heavy reading only for the highly specialized mind, whereas the shelves devoted to social economy contain true stories more romantic and fascinating than any cheap magazine can possibly offer. The books on this list, moreover, are chosen for the greater part from the work of contemporary authors who are writing not only in vivid, living language intelligible to modern youth, but about people, things, and events of present interest. The poetry chosen is therefore nearly all contemporary verse, for it is through contact with the immediate and vital that the groping young mind learns to reach back into the past for the older beauties lying ready to the touch.

In compiling this list, the writer has had in mind girls rather than boys and in particular the girl who is entering or has already entered the teaching profession, that her mind may be filled with such beauties of sound and sense and such a wealth of vicarious experience that her contact with little children may be much enriched. If this much abused young modern person will wander a bit along some of these new paths, she may find unplumbed depths of appreciation in her own mind which will astonish not only herself but her critics.

Prose

Anonymous—*A Life Unveiled*
Antin, Mary—*They Who Knock at Our Gates*
Asquith, Margot—*Memoirs*
Bacon, Albion Fellows—*Beauty for Ashes*
Bacon, Josephine Daskam—*On Our Hill*
Barrie, James M.—*Margaret Ogilvie*
Beatty, Bessie—*The Red Heart of Russia*
Beebe, William—*Jungle Peace; The Edge of the Jungle; The Log of the Sun*
Beerbohm, Max—*And Even Now*
Belasco, David—*The Theatre from the Stage Door*
Bercovici, Konrad—*Around the World in New York*
Bergengren, Ralph—*Gentlemen All and Merry Companions*
Blackwood, Algernon—*Episodes Before Thirty*
Bok, Edward—*The Americanization of Edward Bok*
Botchkareva, Maria—*Yashka*
Brooks, Chas. S.—*A Thread of English Road; Pippins and Cheese*
Brown, Irving—*Gypsy Fires in America; Nights and Days on the Gypsy Trail*
Burt, Struthers—*The Diary of a Dude Wrangler*
Calkins, Ernest S.—*Louder, Please!*
Canfield, Dorothy—*Raw Material; Rough Hewn; The Brimming Cup*

Carnegie, Andrew—*Autobiography*
Clemens, Samuel L.—*Autobiography*
Collins, Francis A.—*The Camera Man*
Conklin, George—*The Ways of the Circus*
Cooper, Courtney Ryley—*Under the Big Top; Lions n' Tigers n'Everything*
Cooper, Elizabeth—*My Lady of the Chinese Courtyard*
D'Angelo, Pascal—*A Son of Italy*
Davis, James J.—*The Iron Puddler*
Davis, Wm. H.—*Autobiography of a Super-Tramp*
De la Mare, Walter—*Memoirs of a Midget*
Dixon, Winifred H.—*Westward Hoboes*
Doty, Madeleine Z.—*Society's Misfits*
Downs, Olin—*The Lure of Music*
Edwardes, Tickner—*Lift-luck on Southern Roads*
Field, Anne P.—*Canada Blackie*
Foster, Harry L.—*Adventures of a Tropical Tramp*
Franck, Harry A.—*Vagabonding Through Changing Germany*
Garland, Hamlin—*A Son of the Middle Border; A Daughter of the Middle Border*
Graham, Stephen—*With Poor Immigrants to America; Tramping with a Poet*
Greene, Anne Bosworth—*The Lone Winter*
Holliday, Robert Cortes—*Walking-stick Papers*
Hoppe, J. O.—*In Gypsy Camp and Royal Palace*
Hudson, W. H.—*Far Away and Long Ago; A Traveller in Little Things*
Hunecker, James G.—*Steeplejack*
Husband, Joseph—*A Year in a Coal Mine*
Johnson, Burges—*As I Was Saying*
Johnson, Clifton—*Among English Hedgerows; The Land of Heather*
Johnson, Martin—*Cannibal Land*
Lagerlöf, Selma—*Marbacka*
Laughlin, Clara—*The Work-a-day Girl*
Lewisohn, Ludwig—*Upstream*
Lucas, E. V.—*The Housewife Rampant*
Lynn, Ethel—*Adventures of a Woman Hobo*
Markino, Yoshio—*A Japanese Artist in London*
Milne, A. A.—*Not That it Matters*
Morley, Christopher—*Plum Pudding; Mince Pie; Pipefuls; Shandygaff; Tales from a Roll-top Desk*
Muir, John—*My Boyhood and Youth*
Norris, Kathleen—*Noon*
O'Brien, Frederick—*Atolls of the Sun*
Osborne, Thomas Mott—*Within Prison Walls*
Palowski, Yoï—*A Child Went Forth*
Parker, Cornelia Stratton—*Ports and Happy Places; Working with the Working Woman*
Pearson, Edmund L.—*Books in Black and Red*
Peattie, Elia W.—*Painted Windows*
Perkins, Edna Brush—*The White Heart of Mojave*
Popp, Adelhard—*Autobiography of a Working Woman*
Portman, Lionel—*Three Asses in Bolivia*
Priddy, Al—*Through the Mill; Through the School*
Pringle, Elizabeth W. Allston—*Chronicles of Chicora Wood*
Richardson, Dorothy—*The Long Day*
Riis, Jacob—*Neighbors; Children of the Tenements; How the Other Half Lives*
Rinehart, Mary Roberts—*The Out Trail; Kings, Queens and Pawns*
Schauffler, Robert Haven—*The Musical Amateur; Fiddler's Luck*
Scoville, Samuel, Jr.—*Everyday Adventures*
Sedgwick, Anne—*A Childhood in Brittany*
Seton, Grace Thompson—*A Woman Tenderfoot in Egypt*
Sharp, Dallas Lore—*The Hills of Hingham*
Shaw, Anna Howard—*Story of a Pioneer*
Sheridan, Clare—*My American Diary*
Speakman, Harold—*Beyond Shanghai*
Steiner, Edward W.—*From Alien to Citizen; On The Trail of the Immigrant*
Stern, E. G.—*My Mother and I*
Stewart, Elinor Pruitt—*Letters of a Woman Homesteader*
Tomlinson, H. M.—*Old Junk*
Townley, Lady Susan—*The Indiscretions of Lady Susan*
Underwood, Edna W.—*Letters from a Prairie Garden*
Vaka, Demetra—*A Child of the Orient; The Heart of the Balkans*
Velvin, Ellen—*From Jungle to Zoo*
Vince, Charles—*Barrie Marvell*
Wagner, Robert—*Film Folk*
Wald, Lillian D.—*The House on Henry Street*
Warner, Frances L.—*Endicott and I; Groups and Couples; Life's Minor Collisions*

Wiggin, Kate Douglas—*My Garden of Memory*
Wilkinson, Marguerite—*The Dingbat of Arcady*
Woodbridge, Elizabeth—*Jonathan Papers*
Woollcott, Alexander—*Enchanted Aisles*
Wylie, Elinor—*Jennifer Lorn*
Yeomans, Edward—*Shackled Youth*

POETRY

Davis, Fannie Stearns—*The Ancient Beautiful Things*
Gordon and King—*Verse of Our Day*
Kilmer, Joyce—*Collected Poems*
Kilmer, Aline—*Candles That Burn; Vigils*
Lindsay, Vachel—*The Congo*
Millay, Edna St. Vincent—*A Few Figs from Thistles*
Monroe and Henderson—*The New Poetry*
Richards, Mrs. Waldo—*The Melody of Earth; Hide Tide; Star Points*
Rittenhouse, Jessie—*The Little Book of Modern Verse; The Second Book of Modern Verse; The Little Book of American Poets; The Little Book of Modern British Poetry*
Teasdale, Sara—*Rainbow Gold*
Thompson, Blanche J.—*Silver Pennies*
Untermeyer, Louis—*Modern American Poetry; Modern British Poetry*

THE CLEARING HOUSE

DRAMATICS IN THE EXCEPTIONAL CLASS

Dramatics, to be of educational value, must be both spontaneous in feeling and complete in experience. Many people have the conception of a play as something "with lines," something which a child with a good memory can learn and a good director can whip into shape. Too long has this been the method of approach if not the conception in the minds of the leaders. What can be done for the child who has little or no memory?

Long before directors directed plays, long before the artistic child who could portray a character was discovered, children were truly acting in the realms of "make-believe." Everyone has been there, but everyone has not been able to give the feeling articulate expression. The need for dramatics, then, is not memory training, but the education of a means of expression. How can children express themselves when they seem to have nothing to express? The ideal situation would be the constant stimulation of expression during early childhood by means of the richness of nursery rhymes, the wonder of folk-lore, the activity of natural things. Expression in the work of the later years would then take care of itself.

Our children in the exceptional classes are especially devoid of this means of expression. Their faces show their bewilderment because their land of make-believe cannot travel fast; as one boy of twelve expressed it, "Let John say it, he knows it better." In the hope that the experience would provide a means of emotional release, a dramatic project was worked out in our Upper Exceptional Class at Christmas time.

The first day, the teacher told the story, "Why the Chimes Rang," to a group of nine boys and one girl. Then, because the children must love the story for its own sake, she did not suggest that the children play the story. The experience was too new; children do not create from material which is not comfortably a part of past experiences. Instead, the class talked of the chimes in their churches, of the wonderful gift which the king had given to the Christ Child. One of the boys said, "I'll bet the old woman was an angel and made the chimes ring!" What in that discussion was worth keeping for dramatic value? Not much, to be sure, except the conception of the character of the old woman.

The next day a brief review of the facts in story order was given, motivated by the following type of questions: "What were the boys' names?" "What did Steen and Holger want to hear on Christmas Eve?"

Then the teacher suggested that the class tell the story by playing it, just as they had played *Epaminondas* before. In order to get a relative feeling of space, the teacher asked these questions: "Where do you think Holger and Steen are this cold night?" "Where shall we have the fireplace?"

The children who had volunteered to play the parts of Holger and Steen sat down, looked at each other, looked at the teacher, and said, "What should we say?" The teacher sat down in front of them and said, "Tell me what you want to hear, Steen, more than anything else." The answer was, "Chimes."

"Tell me so that I shall know how much you want to hear them."

"Oh, how I wish I might hear the chimes ring!" was the result.

Then the teacher turned to Holger and said, "You are smaller than Steen. You have never been to the big church as he has. What would you like to know about the chimes?"

From Holger came a burst of questions —"where the chimes were," "what they looked like," "what made them ring," etc. After these questions had been answered, the story-playing was again at a standstill. The teacher then asked:

"Should you like to go to the cathedral, Holger? Do you suppose you are going to get a chance to go?"

Immediately the boys thought of their father and mother. They instinctively looked out of the window to see if they were coming. So thoroughly were they Holger and Steen that the teacher, not wishing to break the spell, whispered to Uncle Bertel, "Go, take them to the cathedral."

Each succeeding day brought some growth—just one bit a day to make it feel comfortable and real. Perhaps just an action in response to a suggestion: "Show us how cold you are when you come in, Uncle Bertel." Before long growth was not always in response to a teacher's suggestion. One day, when Uncle Bertel was in a particularly jovial mood, he said in response to Holger's "Who's there?"—"Santa Claus!" Thus the story grew for two weeks and the time came to set the form so that the story might be continuous. The teacher sat down with the characters and asked each one, "What do you say first? What do you answer him?"

The playing was spontaneous; no pressure was placed upon the individual to remember lines; the children did not have to do things because a character in the play ought to do them; they were free to create.

Thus far, the first object had been achieved, yet the experience was not complete. All the children had not helped, neither were all enjoying expression to the fullest extent. Of course, not one had a conception of the properties for the play, but a small beginning was made in "a coffee can" lantern for Uncle Bertel, wooden fireplace and stools for the boys. Gradually the background and walls grew out of some discarded wall paper with appropriate colors of alabastine. The curtains came from discarded sheets dyed in alabastine waters, the costumes from crepe paper whenever practical.

The value of the play was intellectual and social. The actual educative value was found in the stimulation of oral language, knowledge of color combinations, relation of light and shadow, and the ability to transfer feeling into concrete form. The social value, however, far exceeded the academic value. There was the joy of working together to develop an individual's idea; the responsibility entailed upon an individual, not a chairman; the poise developed in telling the story to someone else; the great joy in drawing the interest and admiration of other classes to the exceptional department. Even exceptional children may have a chance to express themselves through story-playing, if such expression is not given the dignified name of *dramatics*.

FLORENCE BEAMAN.
Fond du Lac, Wis.

THE THREE "I's" IN GEOGRAPHY AND COMPOSITION—GRADE V

How may the three "I's"—Initiative, Intensity, and Incentive—be developed through the teaching of geography and composition? The method described below involved these three essentials and created in the children a live desire to visit

the places studied; it served also to fix in mind their locations and geographical relations. The technique of school work was closely allied with school life.

The interest of the class was first aroused by the statement that it was to go by special train on a prolonged trip through the southern and western states. Suggestions as to interesting places to visit were asked for. The children recalled places they had heard of, pictures they had seen, people they had known in these states.

An itinerary, including type cities as well as natural wonders, was then worked out on the blackboard. Where could information about railroads, boats, and distances be obtained? How could literature and pictures of the places to be visited be obtained? Pamphlets issued by commercial clubs, railroad time tables and folders would help.

It was next decided that each child should write a letter to the commercial club in a different city. He was to get all the information and pictures possible about that city, and be prepared to act as guide when the class arrived there. A real incentive to write a business letter was thus established. Thirty clubs responded, and pamphlets, souvenir booklets, post cards, and railroad folders poured in. Only two cities failed to respond. A second letter, acknowledging the receipt of the material, was sent by each child.

Each member of the class then prepared an essay to be read before the class on the date set for the arrival in his city. Since this plan was being developed in a fifth-grade class, it was necessary for the teacher to glance over all material and mark the passages that would prove useful. In higher grades this would be part of the class assignment. Next, the pupil mounted his pictures on cardboard so they might be hung in the classroom on the proper day. He cut out the small pictures to be distributed among his classmates as snapshots to be pasted in the diaries; for, of course, an account of such a memorable trip must be preserved to be read on some future rainy day. Ordinary blankbooks or fancy booklets made in the art periods were used as diaries. An outline map of the United States was inserted in the front of each book, so that the railroad route and cities visited might be drawn in from day to day.

All was now ready for the trip. The class left Cincinnati at noon on March 3, in a special Pullman sleeping car, via the C. & O. route. The evening dinner and breakfast were had in the diner, and the train reached Richmond, Virginia, at 8.30 A.M.

Some of the topics discussed on March 4, just before the guide took charge, were: "What I Noticed in the Pullman Car"; "My First Meal in a Diner"; "My First Night on a Train"; "Crossing the Appalachian Mountains"; "The Change in Temperature Between Cincinnati and Richmond." This discussion might be finished with a letter sent back to Mother describing the trip to Richmond.

Seeing Richmond was the next move. All available pictures and newspaper clippings were mounted in the room. What would the class be interested in finding out? The natural resources and how they are used; the chief industries and reasons for them; the harbor; the cargo on the ships coming in and going out; the attractions; the peculiarities; the population (the class had learned to watch for these things in studying New England and the Northern States).

The guide then read his paper, while the other members of the class took notes on the most interesting facts. The children felt free to interrupt when the points were not understood. Figures and unfamiliar names were written on the board to be copied.

Then followed a class discussion. Did we find out the things we wanted to know? What new facts were learned? What interesting places were seen?

Copies of their notes were placed on the board by several children and a lesson on organizing facts was given in simple form, thus:

Departure
Arrival
Railroad used
Location
Advantages
Raw materials
Industries
Manufactured products
Places of interest

This was done only for the first few cities until the pupils became accustomed to taking notes.

The writing in the diary of a vivid account of a day spent in Richmond was the assignment for the next composition period, or for homework. Small cuts from railroad folders, etc., were pasted in to represent kodak pictures. The name of the railroad traveled over was noted on the map.

The class left Richmond for Jacksonville via the Seaboard Air Line at 1.20 P.M., and so on through the southern and western states. Besides visiting the centers of population, excursions were taken to orange groves, sugar and cotton plantations, mines, and forests, to Yellowstone Park, the Grand Canyon, and Yosemite Valley.

Until some plan similar to the above is attempted, one cannot realize the vast amount of material that can be collected for use in the schoolroom, nor conceive of the wealth of imagination that is stored in the brain of a child.

Note—The same plan may be followed with other countries, material being obtained from the various steamship lines and tours companies.

Jessie G. Fisher,
Assistant Principal,
Clifton School,
Cincinnati, Ohio.

AS REPORTED

THE PLATOON SCHOOL AND THE LIBRARY

The introduction of libraries into elementary schools generally appears to be likely to follow their standardization in platoon schools. The following abstract of an address by Miss Dorothy E. Smith, of Portland, Oregon, which was delivered before the American Library Association, is of interest in this connection:

The platoon school, the latest experiment in education, is the specialized school. The library can be correlated, as can no other department, with the work of the entire school. It enables the teacher to get supplementary material for class work readily; it permits her to send for a book which will answer any unexpected question that may arise in class discussion. It provides the children with opportunity for further reading on subjects related to their regular classroom studies; it gives the teacher-librarian the opportunity to develop in the child, during his impressionable years, the habit of reading and the taste for what is best in literature; it furthermore gives the child the ability to use the library facilities.

The platoon library has a double responsibility—to the school and to the library—responsibility of service and of loyalty. The most vital factor in the success of the platoon library is the teacher-librarian. She should possess two essential qualities—a love of good books and the missionary zeal to inspire others to love them. A certain amount of technical training is necessary for all teacher-librarians, to give them the fundamental book knowledge and routine procedure; and what is equally important, to instill in them a little of library ideals and enthusiasm and library point of view.

The work of the teacher-librarian falls under three general heads: instruction, inspiration and coöperation. Inspirationally the teacher-librarian has an opportunity even greater than has the children's librarian of a branch, for she knows all the children by name and meets with them at regular intervals. By means of a good knowledge of books, contagious enthusiasm, and an attractive room; by encouraging the children to browse, by promoting interesting book reviews, by original methods such as crossword puzzles, charades, and "readometers" does the teacher-librarian stimulate the children in the love of reading. By coöperating with the other teachers and with the public library does she give the most intelligent service and make the library the vital force it can be.

A JOURNAL OF CHARACTER DEVELOPMENT

The Superintendent of Schools in Boston, Dr. Jeremiah E. Burke, has made the problem of character development through education one of the chief interests of his administration. Some years ago he appointed a committee to work out a course of study to be used as a guide in this work. Now a periodical devoted to the subject has been founded by the committee. The new journal is called *Citizenship Through Character Development* and is edited by Joseph B. Egan, principal of the Harvard School, in Charlestown. He is assisted by eleven associate editors and a board of regional representatives. Communications should be addressed to Mr. Egan. Subscriptions are $1.50 for ten issues, September to June inclusive.

A GRADE TEACHERS' BULLETIN

The San Francisco Grade-Teachers' Association maintains a vigorous organization and publishes a bulletin through which the members of the association are kept informed not only of the activities of their own number but also of doings elsewhere. The leaders keep up with educational progress, have a broad point of view, and are

working for the betterment of education as a whole. Teachers elsewhere who do not already possess a house organ might well write to the league headquarters at 333 Kearney Street for a sample copy of *The Bulletin*.

A SAFETY CODE

Through the courtesy of Mr. R. D. Chadwick, principal of the Morgan Park Junior and Senior High School in Duluth, Minnesota, we are able to present a safety code which has proved of value in that city.

KINDERGARTEN AND GRADES 1, 2, AND 3

1. I will try to keep safe and to keep others safe.
2. I will go right home after school.
3. I will walk on the walks at all times.
4. I will look both ways before I cross a street.
5. I will not play in the streets.
6. I will not be a jay-walker.
7. I will keep to the right in the halls and on the stairs.
8. I will not go in swimming unless some older person is with me.
9. I will sit down in the swings.
10. I will cover my mouth and nose when I cough or sneeze.
11. I will not play with matches.
12. I will try to make the fire drills perfect.

GRADES 4, 5, 6

1. I will work for the safety of others as I would want them to work for my safety.
2. I will avoid playing in dangerous places, such as the streets, street-car and railroad tracks.
3. I will always walk on the walks, to be safe myself, and to save the lawns.
4. I will look both ways before crossing a street, and I will help children and old people to cross safely.
5. I will walk on C Avenue instead of Fourth Street when it is possible to do so.
6. I will obey all of the traffic rules of the school, to walk up and down the stairs and through the halls, to keep to the right and follow the lines, to keep off of bicycles on the school grounds, and to make the fire drills as nearly perfect as possible.
7. I will be careful in the use of matches and see that campfires are always put out.
8. I will encourage all of my playmates to play where we will be safe and where the property of others will be safe, because Morgan Park has a big school playground and many small ones.
9. I will not do things that will hurt others, either at school, at home, or in any other place.
10. I am familiar with the Safety Code of the primary grades and will live up to it and help the pupils and other little children to live up to it.

JUNIOR-SENIOR HIGH SCHOOL

1. I will encourage others to practice safety as well as to observe myself the safety rules and laws of the school, city, state, and nation.
2. I am familiar with the safety codes of the elementary school and will encourage the younger pupils to live up to them, and to respect them in every particular.
3. I will not take unnecessary risks for in doing so I may lead into danger a younger boy or girl who is not so well able to take care of himself or herself as I am.
4. I will do my part to help reduce the number of accidents in this city this year.
5. I have read Chapter VIII of the *Boy Scout Handbook* entitled "Prevention of Accidents, First Aid, Life Saving" and have passed a satisfactory test on the same. (Any boy or girl scout having a Merit Badge for First Aid will be excused from this test.)
6. I will make a written report to the principal of the school when I observe a pupil of the school do some deed which has resulted in preventing an accident or a possible injury.
7. I will make a written report to the principal of the school when I observe a condition or practice in the school or on the school

grounds that appears in my opinion to be dangerous or unhealthful.

8. I will call to the attention of my parents or guardians any condition or practice in the home that appears in my opinion to be dangerous or unhealthful.
9. I will attempt to notify the proper municipal or state officers of any unsafe or unsanitary conditions that I observe in the community.

A NEW JOURNAL OF MUSIC

Beginning with October, Evans Brothers of Boston undertook the publication of a new journal of music to be known as *Music and Youth*. It is said to differ from other music magazines in that this is intended primarily for young people. With this audience in mind, the editors have prepared for the first two numbers interesting accounts of orchestras and orchestral instruments, simple directions for learning to play the piano at sight, and accounts of music clubs. To these are added the scores of certain selections from the classics, as well as puzzles, bits of humor, and other items intended to make up a readable magazine in this field. The undertaking is very promising. If the editors carry out their announced intention of emphasizing one special feature in each number, the journal will lend itself very well to the supplementing of school work in music, particularly in the junior and senior high schools. Inquiries may be addressed to *Music and Youth*, 33 Newbury Street, Boston.

THE READER'S GUIDE

STATISTICS FOR BEGINNERS

Statistical method until very recently has been a necessary part of the equipment of only a few specialists. With the growing use of objective measures in education has come a demand for a more general command of graphic and mathematical technique. All educators must now be able at least to read and understand the current accounts of educational experimentation.

To meet this demand two excellent handbooks have recently been prepared. That by Rugg[1] is complementary to his already well known *Statistical Methods Applied to Education.* The author begins with a brief treatment of the facts of individual differences in school children. He follows this with an exposition of graphic methods and then takes up in turn central tendency, variability, distributions, teachers' marks, correlation, and practical applications. He has been at great pains to make his treatment clear and has produced what is in fact a *primer* of the subject. He evidently felt, however, the limitations of his space and at best the new volume will prove only an introduction to the author's earlier work or some other fuller treatment.

The volume by Otis[2] is more exhaustive. Probably all but those who are specialists in the field will find in this one book all that they will need both for practical work and for interpretation of the work of others. Beginners will find it somewhat more difficult to master than the Rugg *Primer* because of the more difficult topics included. As compared with previous works in the same field, Otis puts far more emphasis upon percentile rank. A specially devised percentile chart is presented, together with other labor-saving devices such as a correlation chart and various statistical tables. The author has for several years devoted his whole time and energy to perfecting objective measures and statistical treatment of scores, and has written a mature and comprehensive book. At the same time it is remarkably simple and direct—as "easy," in fact, as a fairly full treatment of the subject well could be.

IMPROVEMENT OF EXAMINATIONS

As with textbooks, written examinations have received far less attention than they deserve in view of their influence in education. Two recent studies give definite help to the teacher and supplement concretely Monroe's bulletins. Ruch's work is the more extensive.[3] In a volume of 193 pages he finds room for three chapters on the functions, criteria, and sources of errors in examinations, and in his remaining chapters he shows how to prepare and use the newer and more objective types. Dr. Ruch would not discard the essay type of examination and he recognizes the limitations of such newer forms as the so-called True-False Test. In administering the latter he avoids the over-refinement of scoring by subtracting the number wrong from the number right, having learned by actual investigation that the practice is not sound. His illustrations are helpful and fit the book for use by teachers in general, who find little satisfaction in abstract or merely technical treatises.

[1] *A Primer of Graphics and Statistics for Teachers.* By Harold O. Rugg. Houghton Mifflin Co.
[2] *Statistical Method in Educational Measurement.* By Arthur S. Otis. World Book Co.
[3] *Improvement of the Written Examination.* By Giles M. Ruch. Scott Foresman & Co.

Professor Paterson has attempted to render a similar service.[1] His treatment, however, is more brief and his illustrations will appeal rather more to high school and college teachers, especially teachers of psychology. His chapter on the advantages and disadvantages of various kinds of objective examinations will be found especially helpful, though the book as a whole is admirable. Its small size will commend it to many who feel that they do not have time for more comprehensive studies.

A BIRD'S-EYE VIEW OF EDUCATION

Courses in education have become specialized to a degree undreamed of twenty-five years ago. The offerings in the larger universities have become so extensive that no one student can hope to compass them. There is therefore a tendency to narrowness and lack of perspective in professional training of educational workers of all sorts. To aid in correcting this tendency Professor Cubberley has added to his already long list of educational writings a summarizing volume, in which he presents briefly the main facts as he views them concerning every important aspect of our educational system.[2]

No one is better equipped to perform such a task than Professor Cubberley. He has been able to draw very largely upon his own published books for his material, many paragraphs being in effect condensations of sections from *The Principal and His School, Public School Administration,* and others of his works. The treatment is admirably clear and concise and the apparatus provided fits the volume for use as a college text.

Whether a college student can (as the author suggests) assimilate such a range of ideas about education in a single semester is open to question. Those already oriented will, of course, readily grasp the significance of these closely packed and largely abstract chapters. What the beginner will see in them is not so certain. The text will require a wealth of concrete illustration to be supplied by the instructor—such an instructor as the author himself.

THE WORK OF THE BEST TEACHERS

To his earlier *Modern Elementary School Practice* Freeland has now added a volume dealing more specifically with teaching.[3] As before, his method is that of purveying by example. He has observed systematically the work of good, fair, and poor teachers and tries to show how the last two may become the first.

The book is intended primarily for classes in normal schools and is very simple, clear and concrete. Students will find it exceedingly helpful both in setting up ideals of good teaching and in guiding their observation of teaching. The point of view is that of the "socialized" school and the reader will find many good illustrations of the newer types of teaching.

The author devotes three chapters to a discussion of the use of standardized tests. His position is that teachers should make a thorough study of measurements before attempting to use them and that they should compose informal tests of their own, employing the forms of the standard tests as models. This appears to be a reasonable program, unless it offers too much encouragement to the practice of entrusting the measuring of intelligence to regular teachers. This must be for a long time to come the work of specialists and the scores should be carefully guarded. Branding normal children as lacking in intelligence

[1] *Preparation and Use of New-Type Examinations.* By Donald G. Paterson. World Book Co.
[2] *An Introduction to the Study of Education.* By Ellwood P. Cubberley. Houghton Mifflin Co.
[3] *The Improvement of Teaching.* By George E. Freeland. Macmillan Co.

is too serious a blunder to permit. There is quite enough danger of this under the best conditions possible.

SIGNIFICANT ARTICLES

DIFFICULTIES IN LEARNING ARITHMETIC

The use of a recording apparatus for the study of reading has for some time been familiar. A similar technique has now been applied to the study of reactions in arithmetic. In the *Journal of Educational Psychology* for October, Messrs. Batson and Combelliek of North Dakota report the results of an interesting series of experiments to determine the relative difficulty of number combinations in addition and multiplication. Eighty-three adults were tested by means of a kymograph on all the fundamental combinations in both addition and multiplication, the test taking account of both speed and accuracy. Among the conclusions reached, the authors state that errors in arithmetic are by no means confined to the larger digits. They found also that the subjects tested had apparently increased their ability in arithmetic with the passing years, although they had but little occasion for practice. The experiment as a whole opens possibilities for scientific determination of drill material and textbooks.

THE EFFECT OF THE FINAL EXAMINATION

In order to learn whether the final examination in a course in normal school acts as a stimulus to good work, Mr. Shutte of the Oregon Normal School in Monmouth, Oregon, experimented with two pairs of classes of about equal ability. He found that the classes that were expecting a final examination made far the better score; that pupils of the higher ranges of mental ability came more nearly up to their possibilities; and that more of what was to be learned in the course seemed to be permanently mastered by those who were preparing for a final examination. The author concludes, however, that further experiments should be carried on to verify his results. The study is reported in the *Journal of Educational Research* for October.

CAN WE PAY FOR EDUCATION?

A very significant study by the Research Division of the National Education Association is reported in the Journal of the Association for November. The question raised was: "Can America afford the expense of the schools on the present basis or even on a more generous basis?" It was learned, for example, that we spend more than twice as much for insurance policies as we do for education, considerably more for automobiles, and only a small percentage of our savings. There has been an increase in the nation's tangible wealth since 1900 from 80½ billions to nearly 321 billions. As compared with Great Britain, we are putting slightly more of our wealth into education. The article as a whole deserves a wide reading and use in the education of public opinion.

EDUCATION IN THE PHILIPPINES

An interesting account of the present status of education in the Philippines will be found in the *Elementary School Journal* for October from the pen of Professor George S. Counts, of Yale University, who was a member of the Philippine Education Survey Commission. The writer first presents a summary of the geography of the islands with their mixed population, and of the history of the Spanish influence and the establishment of the American school system. He finds that up to the present the results of teaching in Philippine schools are far from satisfactory. This is due to three causes: first, the language

problem; second, the use of relatively untrained Filipino teachers; third, a curriculum not adapted to Philippine needs and conditions. Professor Counts thinks that conditions can be immensely improved if a larger staff of capable professional leaders is employed than is available at present.

READING HABITS

The excellent September number of the *Educational Research Bulletin,* published by Ohio State University, contains among other articles an account of an investigation of the mechanical habits in reading of good and poor readers, by Martha C. Pollock and L. C. Pressey. This investigation was carried on in the First Avenue School in Columbus with the aid of the principal, Miss Clara Wing. The method consisted in arranging five pairs of pupils, one of whom in each case was known to be a fairly good reader and the other a poor reader. The habits of these two pupils were carefully studied and the results reduced to quantitative statements. In general it was apparent that the superior ability of certain pupils in reading was not due to greater intelligence but rather to a better command of the mechanics of reading. The authors conclude that there is need of a revival of interest in the teaching of the fundamental habits of reading.

THE NEW PROGRAM IN EDUCATION

The *American Review,* now in its third volume, deserves to be widely read by serious students of life and education, both in the schools and out. The September-October number contains, among other contributions, an outline of a new program in education by Professor Bode of Ohio State University. The writer believes that there is still danger that the great crusade for democracy will end in disappointment and distrust. This is especially likely to happen if we keep our eyes fixed on the past instead of on the future. The old conception of a liberal education does not fit modern ideas and modern needs. The new, moreover, must be something other than merely an increase in the amount of education offered. It must be based on a sound social theory and in harmony with the concept of democracy. Our educational system as a whole must become imbued with a humane social ideal and man become not the creature but the master of his environment.

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